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The development and current status of the student personnel program at Sante Fe Junior College is described. Statements of purpose and philosophy are amplified through an outline of the needs and characteristics of Santa Fe students and a description of the elements of the program as they relate to specific needs and characteristics. The elements are: (1) admissions, (2) registration, (3) records, (4) educational planning, (5) counseling, (6) articulation, (7) follow-up, (8) student activities, (9) financial aids, (10) placement, (11) testing, (12) orientation, (13) discipline, (14) health services, and (15) housing. In addition to these elements, the student personnel staff teaches a course called "The Individual in a Changing Environment." This is required of all entering students and focuses on facilitating growth in an area selected by the student for exploration. This document also includes a section on program evaluation, and describes the joint program with the University of Florida for the professional preparation of junior college student personnel workers. (MC)

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"A Senior Partner in the Junior College"

STUDENT PERSONNEL SERVICES

Santa Fe Junior College

Gainesville, Florida, 32601

1966 - 1967

JC 690 197

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 27 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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Foreword

"In junior colleges, the student personnel function is of paramount importance. The diversity of students and programs necessitates a system of counseling and educational planning that provides the students an opportunity to make meaningful choices regarding their educational, vocational, and personal development."

Faculty Handbook
Santa Fe Junior College

"I am convinced that student personnel work can and must come to full fruition in the comprehensive junior college. No other educational institution can afford the broad expanse of educational opportunities that provide a setting in which students' choices can be so fully implemented. By the same token, students generally have reached a level of maturity and a time of life when most important decisions can and must be made. Opportunities and necessities then combine to make the junior college the ideal setting for the most effective student personnel programs."

Joseph W. Fordyce, President
Santa Fe Junior College

Santa Fe Junior College is committed to the development of a model program of student personnel services. This report describes the first year of that commitment.

Terry O'Banion, Dean of Student Affairs
Santa Fe Junior College
June 1, 1967

A. Statement of Purpose

The student is central to the educational process of Santa Fe Junior College. The educational process focuses upon student needs as expressed in the College objectives which state the behavioral goals desired for students. To help students achieve these goals, the College provides for a Student Personnel Program designed to provide services to meet a variety of student needs.

Effectiveness of the Student Personnel Program will be measured in terms of the extent to which the program contributes to the development of College objectives. In some cases, the Student Personnel Program makes the primary contribution to the development of the College objectives; in other cases, the Student Personnel Program complements other programs of the College in achieving the College objectives.

B. Statement of Philosophy

The Student Personnel Program of Santa Fe Junior College provides a variety of services to meet the needs of students. The total program has been developed within the framework of the student personnel point of view expressed by the staff as a belief in and respect for the worth and dignity of students. Because of this common staff philosophy, the climate of the program is one of helpfulness in encouraging and challenging the student to achieve his maximum potential. Can we create an environment for the

student in which he can search out his identity, grapple with the problems of commitments, and become attracted to and involved with the health-engendering aspects of life? This becomes the commitment and provides the focus for the activities of the Student Personnel Program.

C. Student Needs and Characteristics

The program of student services is predicated on the basis of student needs and characteristics. The following list is very incomplete but reflects some of the needs and characteristics of Santa Fe Junior College students:

1. A large number of the students need financial aid, and many attend Santa Fe Junior College because they cannot afford to attend other institutions.

2. A majority of the students work in part-time or full-time jobs.

3. Students represent the complete spectrum of academic aptitude.

4. Students are more vocationally oriented than intellectually oriented.

5. Students are less sophisticated culturally and socially than their university counterparts.

6. Students have a mind set about "college" and do not understand the purposes of a comprehensive, community junior college.

7. Students live at home during the two years in which their needs for independence from the family may be most acute.

8. Students need to explore their basic attitudes and values concerning religion, sex, and their general philosophy of living and relating to others.

9. Students need to explore their life goals in relationship to their vocational goals.

10. Students need to make program choices to "try out" their vocational decisions.

D. Basic Program Elements

1. Admissions

The admissions policy of the College is an open-door policy in which all who may benefit will be admitted. An admissions application, high school transcript, and counseling test scores are used in the admissions process to provide information for the counselor and student as the student considers his educational choices.

2. Registration

To help the student complete the necessary steps for registration, the College provides the most effective and efficient system possible. Students and faculty participate in periodic evaluations of the registration plan to insure that the students' needs are adequately met.

3. Records

Information concerning students is recorded by the College to enable students, counselors, and instructors to make more effective decisions

concerning students. Records are kept safe and confidential but in such a way as to allow for their maximum usage by students, counselors, and instructors. Records are also used to compile official reports and research studies.

4. Educational Planning

Educational Planning has a very high priority in the Student Personnel Program because the main business of the College is instruction, and educational planning is the most important way in which the Student Personnel Program relates to instruction.

Educational Planning is a process in which counselors help students explore their life goals in relationship to their vocational choices. To be effective in this process, counselors must know as thoroughly as possible courses, programs, instructors, regulations, transfer information, financial aid, occupational information, student records, test results, and the community. This "subject matter" of the program is communicated to students in terms of the counselor's student personnel point of view as expressed in the "Statement of Philosophy."

Knowledge of program details and an understanding and expression of a helping relationship make the counselor an effective agent for the exploration and decision-making process which is of central importance in the educational planning sessions. In the educational planning sessions

students explore their life goals. They decide on programs and courses designed to help meet or explore further these life goals. They learn of other student services which have been designed to help them explore choices or make decisions or which help them achieve goals of decisions already made. Students in this process interact with a well-trained counselor, and an interpersonal relationship may develop as a more specialized and continuing process.

The program of educational planning is scheduled each term prior to registration. Counselors utilize special written materials and group processes to meet effectively the demands of the program. To accomplish the program adequately, counselors work with students in a ratio of 1:200.

Instructors are especially important in the program of educational planning as special consultants to the student personnel staff in the areas of the instructor's particular competence. Instructors consult with students concerning greater details of certain programs, advanced work required in special programs, college climates known to instructors, and in many other ways in which the student can be helped to gather information to aid him in the exploration and decision-making process.

5. Counseling

Counseling is a generic process that occurs throughout the total Student Personnel Program. It is a process that occurs naturally when

the personnel of a program share a common student personnel point of view.

As a specific process group and individual counseling are encouraged for those students whom the counseling staff identifies as being able to benefit from counseling. Instructor referrals and self-referrals are particularly encouraged.

Members of the student personnel staff who have had professional preparation in counseling skills are encouraged to maintain extended counseling sessions with several students for the purpose of maintaining and enhancing their own counseling competencies as well as for the purpose of helping the student achieve his maximum growth potential.

6. Articulation

Communication with area high schools, colleges, and employers is very important in order to facilitate the transfer of students to other educational institutions or to places of employment. College day visitations, workshops for area counselors, campus tours and interviews, newsletters, and special conferences are encouraged to insure that students will be able to move from the high school into the junior college and on into the college and university or to employment with a minimum of difficulty.

Through the articulation process, student personnel staff members become knowledgeable concerning curriculum problems of the area educa-

tional institutions and curriculum problems related to job success and can contribute much to the development of the curriculum at Santa Fe Junior College because of this knowledge. The opportunity for more effective communication between student personnel staff and the instructional staff of the College is thus improved.

7. Follow-up

Follow-up is a process by which an educational institution seeks to determine how effectively it is meeting the needs of those it serves.

> Follow-up provides the student with reliable information regarding the success of other students transferring from the junior college to four-year colleges or entering employment; justifies subject requirements for graduation; giv incentive for developing traits and competence in ways shown to be requisite for future success.
>
> Follow-up provides the instructor with first-hand evidence of the effectiveness of his teaching, the reasonableness of his standards, and the relevance of the material he includes in his courses.
>
> Follow-up gives the counselor a factual basis for counseling students regarding career choices, sources of advanced study, course selection, extracurricular participation, and success expectation.
>
> Follow-up provides the college with facts upon which to base admissions policies; develop and organize course content; establish performance standards; improve articulation with parents, high schools, four-year colleges and universities, and industry; and suggests a means of planning new curricula and other extensions of the educational effort.

> Follow-up for the community offers means of identifying gaps in educational service; creates confidence in the efforts of the college; increases the productivity of college-trained recruits; and provides a means of insuring effective occupational upgrading.

The information provided by follow-up studies is of primary concern to the entire College; especially to instruction, curriculum, and administration as well as to student personnel. Such follow-up helps coordinate the efforts of these major divisions of the College to the end that student needs are more adequately served.

8. Student Activities

The student activities program of Santa Fe Junior College is designed to provide a variety of activities for the development of social, cultural, leadership, democratic, and athletic skills and values in students. The program is coordinated by the Dean of Student Affairs through a Director of Student Activities and Athletics.

During the first year, a College Union Board of eight students and four faculty members was selected to develop a student activities program and a system that would allow for the most meaningful student participation in the governance of the College. Student activities developed include: Drama Club, Circle K, Student Newspaper, Philosophy Club, Basketball, Baseball, Phi Theta Kappa, Chorus, Debate Team, Nursing Club, Veterans Club, and International Club.

Student groups have been studying various forms of student government organizations appropriate for the junior college by reviewing systems at other junior colleges and participating in state meetings on student government. At this writing, four basic plans of student government have been developed and will be submitted to the student body in the near future. In developing these plans, students have considered the characteristics of junior college students and the junior college and have selected four plans, any one of which would be most appropriate for Santa Fe.

9. Financial Aids

The Financial Aids Program of Santa Fe Junior College provides a variety of assistance for students through scholarships, loans, and work assistantships. Ability and need are the criteria used to award the following types of assistance:

Scholarships

1. Service club scholarships
2. Educational Opportunity Grants
3. Vocational Rehabilitation Scholarships

Loans

1. Florida Student Loan
2. Florida Teachers Scholarship Loan
3. Nursing Loan
4. National Defense Student Loan
5. Cuban Loan

Assistantships

1. College Work-Study
2. College Student Assistantships

10. Placement

Part-time

Many junior college students work part-time while attending classes, and much of the work of the placement office is in this area during the beginning year of the College. Students applying for part-time work are encouraged to make a careful evaluation of their need for employment and the nature and extent of their employment as related to their progress in the College. The services of the placement office and the financial aid program are carefully coordinated to provide for the needs of students.

Full-time

Students who graduate or who terminate before graduation are assisted in locating full-time employment appropriate to their skills and interests. The College locates jobs in the community and state, arranges for student/employer interviews, arranges for on-campus visits of interested employers, provides informational seminars on job-seeking, and provides recommendations and transcripts for students seeking employment.

11. Testing

Tests are provided for students on an individual basis only. Tests available include the WAIS, GATB, Kuder Preference Schedule, Otis Quick-Scoring Test of Mental Maturity, California Test of Personality, and Cattell's Personality Inventory.

Required group testing is not necessary because the College provides for individual development in the 100 courses in such a way that course placement has little meaning.

12. Orientation

Orientation for the junior college student is a continuous process beginning in high school and continuing through his transfer to a four-year college or to his beginning employment. Some examples of continuous orientation include:

1. Area high school counselors are invited to participate in on-campus workshop sessions, and they in turn provide an orientation for their students to the College.

2. Area high schools are visited for college-day programs. Special visitations are arranged in addition to the college-day program.

3. Orientation is provided through announcements in area newspapers.

4. Through the process of admissions, students are informed of programs, policies, and services.

5. Students are encouraged to visit the campus individually and in groups. Open house visitation for area juniors and seniors is arranged.

6. Students participate in large group and small group orientation sessions as part of the educational planning program.

7. Registration provides further orientation for students.

8. Students register for BE-100 during their first term. This course provides an intensive experience in orientation to the environment of college students.

13. Discipline

Rules and regulations -- open to review by students and faculty at all times -- are provided by the College to insure efficient management of the College community. Since the rules and regulations are designed to serve the needs of the individuals who are members of the College community it is expected that individuals will assume responsibility for their own behavior. Very few rules and regulations have been necessary this first year.

When behavior occurs that impairs the cooperative arrangement of the College community or creates difficulty for an individual student, the College provides an opportunity for the student or students to explore behavior patterns with a counselor. It is felt that the College may have its greatest opportunity to contribute to the development of students whenever disciplinary problems occur. If it seems appropriate, students may be referred to a committee of students and faculty.

14. Health Services

Students are encouraged to utilize the health service provided by the community. First-aid treatment is available from the College and appropriate procedures have been developed to provide emergency treatment.

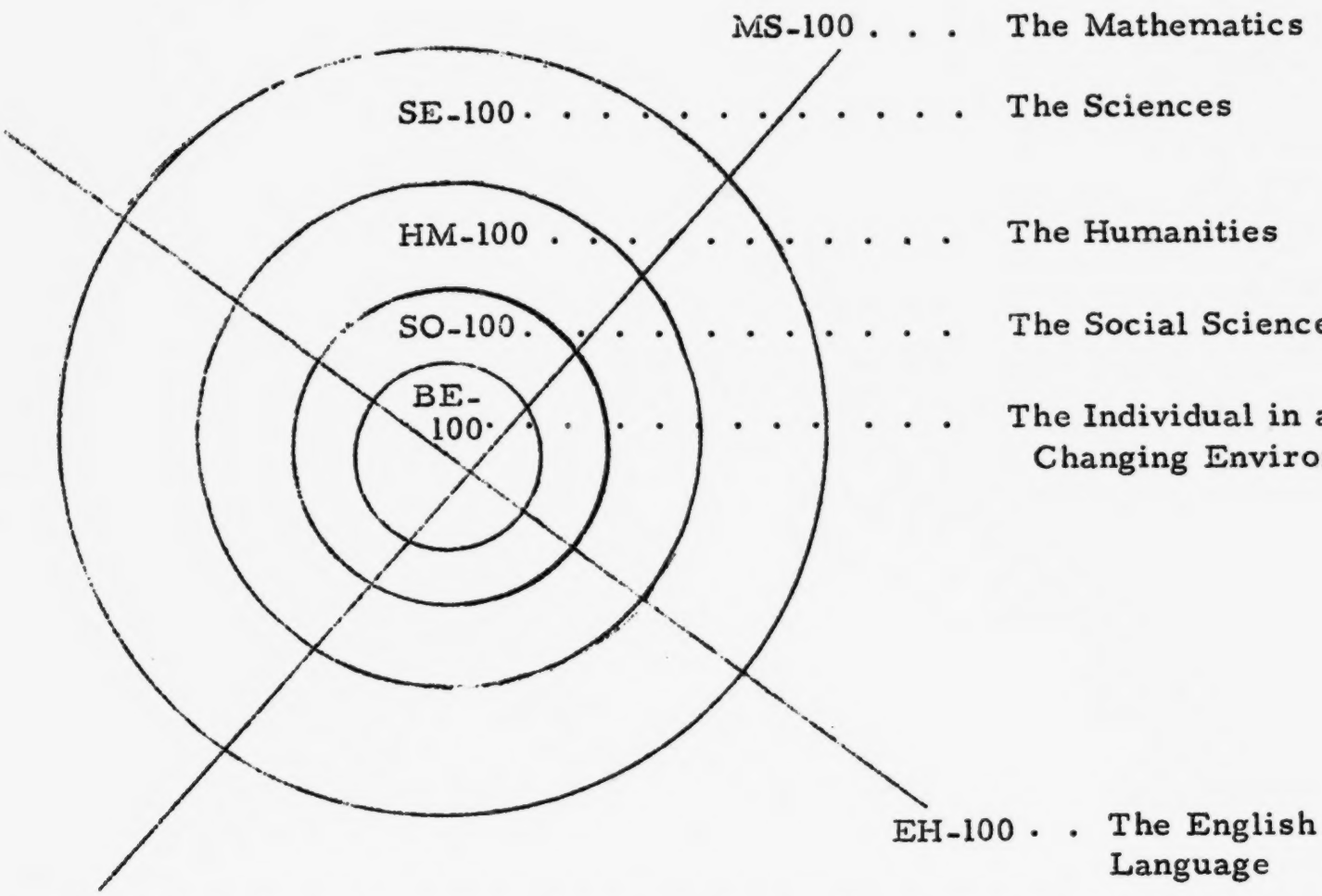
15. Housing

Where possible, the College provides listings of available housing for students. Students and their parents are encouraged to choose housing care-

fully and are provided guidelines for selecting and making arrangements for accommodations.

E. BE-100

BE-100, The Individual in a Changing Environment, is a three semester hour credit course required of all students entering Santa Fe Junior College. It is one of six basic courses which comprise the Common Program. In essence, BE-100 is the "heart of the curriculum" as indicated in the following illustration of the Common Program:


MS-100 . . . The Mathematics
SE-100 . . . . . The Sciences
HM-100 . . . . . The Humanities
SO-100 . . . . . The Social Sciences
BE-100 . . . . . The Individual in a Changing Environment
EH-100 . . The English Language

All courses in the Common Program are taught in sections of 25 or less. Grades for these courses include A, B, C, or X. An X means that a student has not earned an A, B, or C, and will need to do so before graduation. The

courses are part of the General Education Program of the College and will transfer to all state institutions under the agreement of the General Education Compact.

BE-100 is taught by members of the student personnel staff and, in this way, counselors are involved in teaching, in curriculum development, and in the evaluation of instruction. They also have an opportunity for contact with all members of the student body.

"Instruction" in BE-100 classes derives from the counselor's competency in individual counseling and small group work. The focus is on the student's growth in those areas he selects for exploration. Many sections meet in "basic encounter groups" of six to eight students with a counselor or practicum student as leader-participant. Individual counseling is available and, in some cases, may be a project in which the student receives credit for part of the work of the course. Community service and self-development activities are encouraged as class projects. Some examples of student involvement during this first year include:

a. One student organized a recreation program for children in a Negro community. Equipment was donated by class members.

b. A student from Arabia planned experiences in American culture once a week for a term - his experience included going to a square dance, visiting the home of various class members, playing on the basketball team, and reporting to the class on his observations of the American family.

c. One student arranged a weekly children's reading hour in a neighboring community.

d. Three students sponsored retarded children at a state institution which included weekly visits and gifts.

e. One student learned to use sign language in order to communicate with a deaf mute whom he visited once a week in one institution.

f. Many students were involved in the creative arts of poetry and painting.

g. One student participated once a week as a teacher aide in reading with third graders.

h. A student who had been dropped two terms for poor attendance agreed to miss no classes as a project for BE-100. He subsequently attended all classes in all courses.

i. One student planning a divorce chose individual counseling as a project and arranged for her husband to see a counselor also.

One instructor describes BE-100 to her students in the following way:

"The title of the course is "The Individual in a Changing Environment." It is, then, a study of the many environments in which we find ourselves: our bodies, our class, our school, our community, our nation and, ultimately, our world. These environments sometimes seem conflicting, sometimes confusing, sometimes hostile, but they are the environments in which we exist. If we understand them better, we should be better able to cope with them; indeed, we should be able to use them in such a way as to become more fully functioning human beings.

"But BE-100 is also the study of Man, which is, as Pope so aptly put it, the "proper study" of Mankind. We can study Man in many ways. We study him through his religious and philosophical ideals, through his written expressions, and through his experiences in art and music. Some of us prefer to study him scientifically through the various physical and biological sciences.

"In BE-100 we will study man by studying ourselves. It is here that we will ask ourselves such questions as: Who am I? What am I doing here? Where am I going? Too, we will ask ourselves the question: How can I live better? which Whitehead deemed the essential pragmatic philosophical problem to be solved by each individual for himself.

"We have already stated that what you will learn in BE-100 will be a guide to the rest of your career at Santa Fe Junior College, and provide experiences which will be of value in your post-Santa Fe Junior College career. We are dedicated to the worth and dignity of the individual. You are the most important person at Santa Fe Junior College. To help you to become the most fully functioning person you can become is our most important task.

"In BE-100, we approach this task through a number of ways:

"First, we try to provide an atmosphere in which you can express your thoughts, concerns, and feelings without fear of censure. We believe that what you have to say is important. We believe that in this course it is more important for the teacher to listen to the student than for the student to listen to the teacher.

"Second, we are providing a course in which you can take a responsibility for your own learning, your own course of study. From kindergarten through senior high school and beyond, you have probably been assigned project after project, task after task. This is the traditional approach to education. There are a few such assignments in this course; we include them so that there may be a core of common experiences for all of you. Once these tasks are completed, however, you are free not only to make the grade you want to make, but to achieve the grade via those routes which will have the most significance to you as an individual. But it is <u>your</u> responsibility to decide this direction. <u>You</u> must take the initiative in choosing your direction of study. We insist on this because we believe you must take the initiative in the world if you are to get where you want to go.

"Third, we are providing a course in which you participate in many ways: on an individual basis; with another person; with a small group of people; and finally, with the whole class. At Santa Fe we believe in the principles of democratic living. It seems to us that one of these principles is learning how to work with each other in groups of various sizes. No matter what strata of society we come from, or what our vocational background is, we cross each other's paths many times. Our Congress, for example, is made of persons who represent the

very highest educational background and persons who have had relatively little formal school; of persons who are extremely wealthy and persons who have had very little personal wealth. So it is in the rest of our democratic society. We learn to work with each other no matter how different our backgrounds. We hope that in BE-100, we provide you with the experience necessary to become more efficient in group living.

"Group activity may, in the beginning, come as a bit of a surprise and may even be a frustrating experience. Democratic living is not as efficient as a totalitarian form of government in which only one man has to make decisions. It is a bit more difficult to make a decision which is satisfying to the majority of the group. It is not surprising, really, that the Congress passes so few bills; rather it is surprising that they pass as many as they do."

Student reactions to BE-100 have been interesting and varied but communicate some of the flavor of the course:

"I think it is great! The school, classes, and students work as one unit. Remember the quote, 'united we stand, divided we fall,' I believe the whole SFJC is standing on the quote. We want to learn, work, have fun, and be serious <u>together.</u> We all are here for one purpose. If you want it - you grab hold of the material and hold on tight. If you don't want to learn it gradually soaks into you as water accumulates in a sponge. You just can't avoid learning."

"I really have had only a couple of things to say about Santa Fe. This class is the only one that I enjoy. So it is the only class I come to. The democracy is outstanding in this class, the other classes are too totalitarian. I do not go to any other classes except this one. I feel that there is something here that helps me in many ways. If the other classes were like this one I would continue in Santa Fe."

"To be a student at SFJC is a unique experience. Here the students actually run the school by establishing activities and making suggestions, while the administration tentatively watches over, ready to make suggestions."

"I've learned a lot from this class in BE, As you know, our class goes so deep into everything I feel like things, anything, are pretty well covered."

"Santa Fe is not exactly as I expected to find it. I thought college was a place where you would go to classes, have lectures, assignments and constant testing and so far I have not had a formal lecture. I find that one has to learn

on his own here, this is good for those that are willing to accept responsibility, but others are lost. The 100 courses are a good idea, but I wonder if I will be behind other students in other colleges? I believe in education for all, and that is the only way. I hope that SFJC will adequately prepare me for transfer to a higher institution. My first term was a rewarding experience."

"BE-100 is a difficult course to understand. At the beginning of the term, I thought that it would be quite easy, but as time passed I began to realize the meaning of the course. The meaning of it, to me, is now clear in my mind. BE is a course where you study yourself. As you have set up the course, it is what each individual makes for himself. Each person's own conscientiousness makes the rewards for him, by the amount of worth he gains from the experience. BE-100 and the students in our class have opened up new avenues of thought and communication for me. Especially V. G. In the beginning of the term, I was shocked at the way she introduced personal instances into the classroom discussion, but now I see the value of her openess. I think BE is a course that everyone should experience sometime during his college career. I'm not so sure the class should be allowed to choose its own study course, because too many may be like me. They would realize the opportunity set before them when the major part of it was gone."

F. Program Evaluation

The effectiveness of the Student Personnel Program is measured in terms of the extent to which the program contributes to the development of the College objectives. Student personnel staff members are encouraged to make constant evaluations of their work from this frame of reference, and formal and specific evaluations are requested periodically.

To help with the development and evaluation of the Student Personnel Program at Santa Fe Junior College, several outstanding consultants have been employed by the College to work with the student personnel staff over a three-year period. These consultants include Dr. Melvene Hardee (Professor of

Higher Education-Specialist in Student Personnel Administration-Florida State University), Dr. Maurice Litton (Professor of Higher Education-Junior College Kellogg Program-Florida State University), Dr. Robert Stripling (Professor and Chairman, Department of Student Personnel Services-University of Florida), and Dr. Robert Wiegman (Professor and Director of the Junior College Kellogg Program-University of Florida).

The Consultants evaluated and reacted to the program in the spring of 1966 before it was fully implemented beginning in the summer and fall of 1966. Twice a year for the first three years the consultants will meet with the student personnel staff and with other appropriate personnel including instructors, administrators, and students. Consultants are provided appropriate materials to keep them informed of program development and have access to records and staff evaluations.

With self-evaluation by the student personnel staff, local evaluation by instructors, administrators, parents, and students; and outside evaluation by visiting consultants, it is hoped that the Student Personnel Program at Santa Fe Junior College will grow and develop as a model program of services for students.

G. Joint Center for the Preparation of Junior College Student Personnel Workers

The Program of Student Personnel Services of Santa Fe Junior College and the Department of Student Personnel Services, College of Education, University of Florida, are cooperating in a joint program for the professional preparation of junior college student personnel workers. Major efforts will be directed toward the provision of a joint program which will include practicums, internships, courses, seminars, conferences, lectures, projects, publications, and a research center.

Suggested examples for implementation of the Joint Program are:

1. Research Center:

   a. Work space provided on Santa Fe Junior College campus for University of Florida students and staff and the Santa Fe Junior College staff.

   b. Criteria for approving research:

      1. must be meaningful for Santa Fe Junior College

      2. must be able to generalize the results for other junior colleges.

   c. Santa Fe Junior College responsible for disseminating research findings:

      1. Abstracts of research may be distributed free of charge to Florida and other junior colleges.

      2. An annual brochure may be distributed nationally, describing research reports that are available for a nominal charge.

d. United States Office of Education and foundation projects solicited. Support money could be solicited for the operation and development of the Research Center itself.

e. Utilize University of Florida and Alachua County data processing and computer services.

f. Class projects and simple action research encouraged.

2. Personal Counseling Practicum:

a. Santa Fe Junior College to provide space for counseling offices.

b. Counseling offices to be private and equipped with two-way mirrors and appropriate electronic equipment for observations.

c. Counseling offices to be designed for multiple use in the Santa Fe Junior College program: individual testing; conference space for students and off-campus visitors from universities, rehabilitation centers, and industry; work-study space for students and student assistants.

d. Counseling office space needed for individual and group counseling.

e. A special group counseling program organized for university-suspended students admitted to Santa Fe Junior College. Advanced practicum students from University of Florida to provide group counseling for groups of 5 to 6 students each.

3. Internships:

a. Santa Fe Junior College to provide full-time and part-time internships for University of Florida students in the broad program of student personnel services.

b. Internships can be provided in specific areas such as counseling, student activities, registration and admissions, financial aid and placement, administration of the total program of student personnel services, or some appropriate combination of these various functions depending on the student's interests and objectives.

4. Seminar on Junior College Student Personnel Programs:

a. A weekly seminar held at Santa Fe Junior College, coordinated by the two departments, but under the general direction of the Santa Fe Junior College staff.

b. The seminar to be problem-oriented focusing on the Santa Fe Junior College student personnel program as the laboratory.

c. In addition to the problems and programs of the Santa Fe Junior College student personnel services program, the seminar would utilize the following resources:

1. The Santa Fe Junior College President and other staff members who relate to the student personnel program.

2. The Santa Fe Junior College student body, as individuals and as groups.

3. Visiting consultants to the Santa Fe Junior College and University of Florida campus.

4. Student personnel staff members from area junior colleges.

5. The junior college student personnel professional organizations: the Student Personnel Commission of the Florida Association of Public Junior Colleges, the Student Personnel Commission of the American Association of Junior Colleges, and the Commission on Junior College Student Personnel Programs of the American College Personnel Association.

6. The Junior College Leadership Program of the University of Florida and Florida State University.

7. The daily materials that come to a junior college from various sources in the nation.

8. Materials from the Carnegie Project.

5. Courses:

a. Santa Fe Junior College student personnel staff members would be available as consultants and speakers for a variety of the departmental course offerings on the University of Florida campus.

b. Specific courses may be developed from time to time which focus on special problems identified by the University or by Santa Fe Junior College. A course may be developed around the self-study of the Santa Fe Junior College student personnel program which will be required for accreditation. Santa Fe Junior College staff members could take the course for credit and be joined by a number of the graduate students from the University who could also take the course for credit.

6. Conferences:

a. Any number of conferences could be jointly sponsored to focus on problems of junior college student personnel programs and junior college students. Conferences could be national, regional, or state, depending on the problem and the resources.

b. Some examples of conferences include:

1. A conference on special problems of junior college students.

2. Conferences on particular student personnel functions, to be determined through a survey of interests of state or regional junior colleges.

3. A conference in which deans of students describe the competencies they desire in student personnel applicants - counselor educators to derive implications for the professional preparation of junior college student personnel workers.

4. Articulation conferences between university and junior college student personnel staff members.

5. Workshops for the development and up-grading of counseling, administrative, etc., skills for practitioners in the field.

6. Conference - Retreat to focus on the personal development of student personnel staff members:

   a. Value and commitments of counselors - self-focus for each participant in the retreat.

   b. Implications of Humanistic Psychology, Positive Human Experience, Health-Engendering Environment for the Counselor.

   c. Some conferences could be at intellectual level but some should be focused on feeling level as well.

7. Consulting Services:

   a. The staff of the Department of Student Personnel Services, University of Florida, to provide continuing consulting services for Santa Fe Junior College.

During this first year, 5 interns and 27 practicum students have been served by Santa Fe Junior College. In addition, the College participated in 8 dissertations for graduate students.

H. Professional Activities

1. Organizations

Student personnel staff members are encouraged to become members of the American Personnel and Guidance Association, the American College Personnel Association, the Southern College Personnel Association, the Florida Personnel and Guidance Association, and the North Florida Branch of the American Personnel and Guidance Association. Staff members are

encouraged to keep up with the literature of the profession; contribute to the literature through their articles and research; participate in conventions and programs through committee presentations, task forces, and offices. Staff members are encouraged to attend the Personality Conference, the Convention of the Florida Association of Public Junior Colleges, the Convention of the Florida Personnel and Guidance Association and other appropriate area, state, regional, and national conventions.

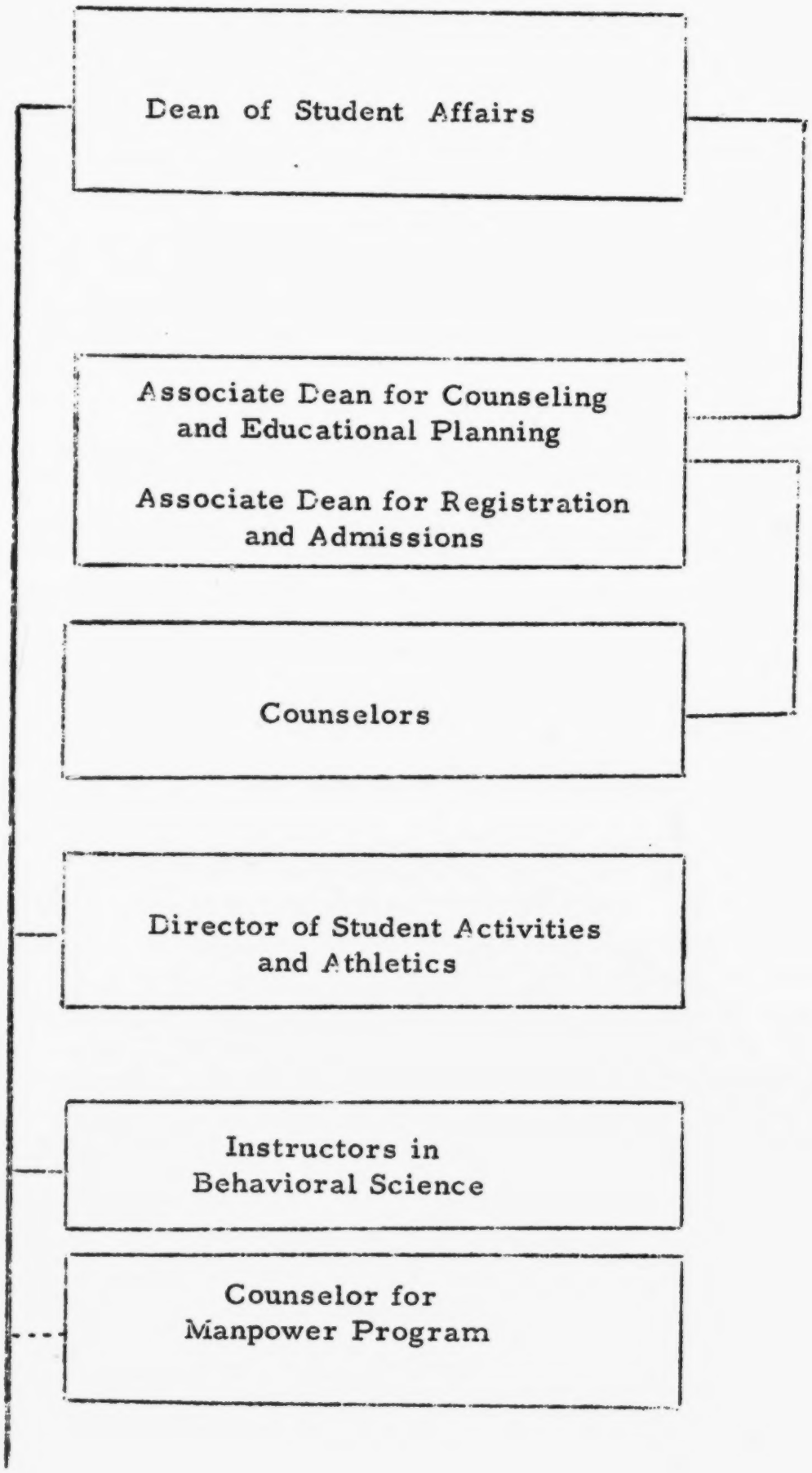
2. Professional Staff Meetings

Staff members schedule one and one-half hours for a twice-a-month meeting for the purpose of maintaining professional communication and enhancing professional growth of the staff. The following list is an example of activities for these sessions:

a. client tapes
b. research ideas
c. speakers
d. demonstrations
e. student confabs
f. article ideas
g. program ideas
h. book reviews
i. report on professional meetings attended
j. visitations

Organizational Chart

Student Personnel Services


Dean of Student Affairs
Associate Dean for Counseling and Educational Planning
Associate Dean for Registration and Admissions
Counselors
Director of Student Activities and Athletics
Instructors in Behavioral Science
Counselor for Manpower Program

J. Staff Profile

Student Personnel Staff

1966 - 67

Mr. Daniel L. Barlow - Associate Dean of Students for Registration and Admissions - doctoral dissertation in progress under the direction of Gilbert Wrenn at Arizona State University - served on the staff of Miami-Dade Junior College and was formerly University Chaplain at the University of Cincinnati and a Counselor Educator at the University of South Dakota.

Dr. Ann Bromley - Associate Dean of Students for Counseling and Educational Planning - completed Ph. D. at Northwestern University and before coming to Florida was Dean of Women at the University of Illinois in Chicago - for the past eight years has served as Director of Psychological Services at Sunland Training Center in Gainesville.

Mrs. Elizabeth Crockett - Assistant Director of MDTA (Counselor) - completed the Specialist Degree in Counseling at the University of Florida and has worked at P. K. Yonge Laboratory School and Palm Beach Junior College.

Mr. Douglas Johnson - Counselor - completed most of the course work for the doctorate at the University of Florida, assisted in the program development of the Florida Union - was formerly Assistant Director of Hewitt Union at Oswego State University in New York.

Mr. Talmadge Mullis - Counselor - was a member of the 1965-1966 NDEA Institute at the University of Florida and is continuing work on the doctorate in guidance and counseling - spent four years in Germany and one in Ethiopia as a counselor-teacher.

Mr. Robert Myers - Counselor - was a member of the 1965-1966 NDEA Institute at the University of Florida and has completed most of the course work for the Specialist degree - served as senior counselor for the Newcastle High School in Pennsylvania and has had experience in counseling in relationship to various federal projects and in junior college student personnel work.

Dr. Terry O'Banion - Dean of Student Affairs - completed the Ph. D. in Student Personnel Administration in Higher Education at Florida State University - prior to Santa Fe, served as Director of the National Student Personnel Project for the American Association of Junior Colleges and as Dean of Students at Central Florida Junior College in Ocala.

Dr. April O'Connell - Instructor in Behavioral Sciences - completed the Ph. D. in Psychology at the University of Ohio and worked as an Educational Research Psychologist - during the last three years has been responsible for developing the Program of Guided Studies at Daytona Beach Junior College.

APPENDIX

APPENDIX 1

Letter to Selected Applicants

SANTA FE JUNIOR COLLEGE
723 West University Avenue
Gainesville, Florida, 32601

(Individually typed)

We have received your application for a position in student personnel and are pleased to learn of your interest in Santa Fe Junior College. It will be some time before we are able to make decisions concerning our needs in student personnel, but please be assured we will make every attempt to process your application as soon as possible.

We feel we will have a rare opportunity to develop a model program of student personnel services at Santa Fe Junior College. Dr. Joseph W. Fordyce, the President, has served for a number of years as Chairman of the Student Personnel Commission of the American Association of Junior Colleges and has been instrumental in the development of junior college student personnel work on the national level. The Dean of Student Affairs has served as the Director of the National Project for the Development of Junior College Student Personnel Programs, sponsored by the American Association of Junior Colleges, and now serves as the Chairman of the Junior College Commission of the American College Personnel Association. In addition, the exceptional resources of the Student Personnel Department of the University of Florida have been made available to Santa Fe Junior College, and we are now participating with them in the Joint Program for the Preparation of Junior College Counselors. For these reasons, there exists a climate and an opportunity at Santa Fe Junior College for the full development of a model student personnel program which will hopefully become an experimental center for junior college student personnel work.

The kind of exciting, creative program we have in mind can be developed only if we are able to locate and employ the very best people in the field of student personnel work. Ideally, we would be looking for people who meet most of the following criteria:

1. Considerable advanced work beyond the Master's degree in student personnel work or related fields.

2. Experience in student personnel work in the junior college or in other educational institutions.

3. Generalists who would be able to contribute to a variety of services - important in the early development of the College. There will be opportunity for specialization, but in the first few years we would not plan to employ people for full-time positions in such areas as financial aids, student activities, placement, research, etc. All staff will participate in educational planning sessions and each will have responsibility for the development of several of the program elements.

4. A "student personnel point of view" - an expression of the helping relationship as a process meaningful for all areas of a student personnel program, registration and admissions as well as in a one-to-one counseling session.

5. Energetic people who are willing to invest a considerable amount of time and energy in the development of the program.

6. Creative people who are willing to work in a flexible, open-ended situation, suggesting new approaches, trying new approaches, constantly creating new challenges for the program.

We want to learn something of you which does not get communicated through the usual biographical data form, transcript, and reference letters. While these materials are important in our evaluation of your interests and abilities, we feel additional information will be particularly important as an evaluation process for the special kinds of people we would wish to employ on our staff. The following questions may provide some indication of our interests as you prepare your response:

1. How do you see yourself relating to the student personnel program at Santa Fe Junior College? What particular contribution could you make? Do you have a particular position in mind?

2. What is your evaluation of yourself in relation to the suggested criteria for personnel? What qualities do you possess beyond those listed which would enhance the program?

3. What is your feeling about the junior college? Who are junior college students? Are the purposes of the public, community, comprehensive junior college consistent with your own values, attitudes, and interests? How do you perceive the role of student personnel work in the junior college?

4. Choose one or two student personnel functions and indicate how you could make exceptional contributions to the development of these areas.

5. What contributions have you made to the student personnel profession during the past five years? Indicate the titles of the two most important articles you have wanted to write (or have written) concerning student personnel work or education in general. What do you consider to be the most important problems or challenges we face in the student personnel profession?

The questions are only suggestions. Complete replies in all areas would require you to write a more lengthy paper than we have a right to expect. We shall, however, appreciate any response you are able or willing to make. Please be assured that all responses will be carefully read and will be most important in our consideration of staff for the student personnel program.

We shall look forward to hearing from you in response to our search for a creative, energetic staff to help us plan and implement a model program of student personnel services in the junior college.

Sincerely,

Terry O'Banion
Dean of Student Affairs

APPENDIX 2

The Santa Fe Commitment

A First Proposal

1. The student is the central focus for the process of learning.

2. There is teaching only when students learn.

3. Effective educational experiences will modify human behavior in a positive manner.

4. All human beings are motivated to achieve that which they believe is good.

5. All human beings have worth, dignity, and potential.

6. Education should be an exciting, creative, and rewarding experience for the student and teacher.

7. Experimentation and innovation are reflections of attitudes. When translated into practice, the process of education can be significantly advanced.

8. Traditional concepts of education: the lecture method, the 30-student class, the 50-minute period, the standard textbook, the term course, the F-grade, the rectangle classroom, the student desk are inappropriate unless new concepts have been tried and proven ineffective.

April 10, 1967
Terry O'Banion

APPENDIX 3

Student Activities: Philosophy and Procedures

The Junior College Movement in the United States has, as one of its premises, an open-door policy that is exemplified by broad entrance requirements and by the acceptance of various types of students who might otherwise have no opportunities at an institution with more restrictive admissions policies.

Along with this philosophy, the practices and the activities in a junior college are patterned after a broad concept of open admission to all the students attending the college. In this connection, student organizations in the junior college pattern are encouraged and welcomed so as to provide for as many students as possible the opportunities of organizing and of grouping themselves according to their interest. Santa Fe Junior College, therefore, looks with interest and enthusiasm at any organization which provides for all students enrolled in the junior college the opportunity to interact together and to derive the benefits of each others' experiences and resources. In consonance with this philosophy, it is not in keeping with the community junior college movement to have organizations that limit in any way admission to membership based on fees that may be beyond the students' means; based on race, color or creed; or based on the acceptance of a particular nucleus of individuals.

Procedural Guidelines for the Establishment of a College Activity or Organization:

Any group of four or more members including at least one faculty member may initiate a college organization. The following steps have been suggested by the Santa Fe Junior College Union Board to provide for continuity and efficiency of organization:

1. A copy of these guidelines, the college objectives, and the college activities objectives should be acquired from the Coordinator of Student Activities who will provide further explanations as necessary.

2. The group as mentioned above should then formulate a proposal for the activity or organization, based on college objectives and college activity objectives. The proposal should set forth how these college objectives and activity objectives will be met.

3. The completed proposal is to be presented to the Santa Fe Junior College Union Board in writing. The Board will study the proposal and either approve it or return it to the group with recommendations.

4. Upon approval of the proposal the Union Board may instruct the proposing group to show evidence of general college approval and/or support. The Board will specify the requirements for demonstration of such approval and/or support.

5. When the proposing group has demonstrated college approval and/or support the Board shall give final approval to the proposal and thus officially charter the activity or organization.

6. Once chartered, an activity or organization may begin to function in accordance with its charter and will be eligible for funding according to the financial procedures and regulations of the Board.

7. Each organization should make a self-evaluation each year. At such time as an activity or organization is no longer functional and/or necessary as evaluated in terms of the college and college activity objectives, it may surrender or be caused to surrender its charter until such time as its existence can be justified according to the stated college and college activity objectives.

8. If an organization is denied recognition by the Union Board the organization may appeal the Union Board's decision to the Student Affairs Committee, whereupon the Student Affairs Committee will evaluate the decision and recommend to the Union Board to reconsider or not to reconsider its decision.

   The Union Board will send a special representative to the meeting of the Student Affairs Committee at which the appeal is to be heard by the Student Affairs Committee.

OBJECTIVES

College Objectives:

1. Understand his biological and physical environment and his own interaction with it.
2. Maintain good mental and physical health for himself, family, and his community.
3. Develop sound moral and spiritual values.
4. Understand his cultural heritage so that he may gain perspective of his time and place in the world,
5. Exert privileges and responsibilities of democratic citizenship.
6. Develop rewarding personal and social patterns of life in home and community.
7. Achieve optimum vocational maturity.
8. Develop creativity and appreciation for the creativity of others.

Specific Objectives for College Activities:

1. Provide experiences to facilitate the academic, cultural, social, and recreational interests and abilities of members of the college community.
2. Provide for the maintenance of an atmosphere conducive to the accomplishment of overall college objectives.
3. Provide for the pursuit of vocational and/or avocational interests.
4. Provide opportunity for the development of mature leadership and participation interests and skills.
5. Provide for the development and promotion of a feeling of school spirit and an attitude of loyalty.
6. Provide means for quality student-faculty-community intercommunication.

7. Provide means for quality student participation in college policy formulation.

8. Provide opportunity for the fulfillment of moral and spiritual needs of the college community.

9. Provide for the development and expression of altruistic feelings and activities.

10. Provide for the development of a permanent-cumulative college history.

* * * *

Guidelines for Activity or Organization Proposals

In order to assist your activity or organization with the preparation of your proposal, the Santa Fe Junior College Union Board has drawn up the following guidelines. The questions asked are those which the Union Board considers to be of importance and which the Board will be using in evaluating your proposal. Please cover each point at least minimally but do not feel bound to address your proposal to only the questions listed.

1. Name of activity or organization.

2. Will you use the name of Santa Fe Junior College? If so, how?

3. What is (are) the purpose(s) of the activity or organization? Show how this (these) purpose(s) accomplish one or more of the college and/or college activity objectives.

   A. Must accomplish at least one objective.
   B. May accomplish more than one objective.
   C. Need not accomplish all objectives.
   D. May not directly violate any objective.

4. Is your organization affiliated with any other organization - local, state, national, or international?

   A. If so, which ones and for what purposes?
   B. What are its objectives?
   C. Are these objectives compatible with your objectives and the college and college activity objectives of Santa Fe Junior College?

5. What is your organization's internal structure?

6. How will you or did you originally establish structure?

7. Is this structure consistent with college and college activities objectives?

8. How will this structure help you to accomplish your objectives?

9. How many people have indicated an interest in membership?

10. How many members do you anticipate?

11. On what basis is membership possible?

12. Will you use college facilities? If so, which ones and for what purposes?

13. Will your organization require funds?

    A. In what amount?
    B. From what sources?

14. For what purposes will funds be used?

15. What procedures will be used to spend these funds?

16. Who is (are) your faculty advisor (s) or sponsor (s)?

APPENDIX 4

Letter to Students Suspended from Other Institutions

(Individually typed)

Dear Student:

We have received your application for admission and are pleased to accept you as a student at Santa Fe Junior College. We will make every possible effort to provide you with services which have been designed to insure your success here.

It is not the usual practice of most colleges to accept students who have been suspended from other institutions, but it has been our experience that students who have experienced such academic difficulties are often exceptionally capable and highly motivated to succeed in college. Suspended students may often succeed because of the change in campus environments or the change that occurs when they decide to pursue different educational goals. It is our feeling that students need the opportunity to explore themselves in relation to these and other changes in order that individual programs can be planned to insure success.

You will have ample opportunity for personal attention from faculty members who are more than willing to schedule individual conferences with you should you encounter difficulty with your studies. There will be an extensive program of student personnel services available to you, including vocational planning, placement, financial aid, student activities, individual testing, and group and individual counseling.

For your first term at Santa Fe Junior College, we ask that you attend small group sessions with other students who have encountered academic difficulties. These sessions will be scheduled once a week and will be staffed with a well-trained counselor who will help you explore your educational and personal goals and objectives.

To help our counseling staff learn more about you so that a more meaningful service can be provided, we would like for you, as part of your application for admission, to write us a letter in response to a number of questions. Our general purpose in asking for this response is for you to tell us something of yourself that is not communicated in the usual kinds of admission materials. We are interested in your background and your future plans. We are interested in the difficulties you encountered at your former institution and the needs and aspirations you hope to fulfill at Santa Fe Junior College. We are interested in any special problems you can relate to us which you feel will be particularly helpful in our understanding of you. Please be assured that your response will be held in the strictest confidence and will be available only to the professional counseling staff who will be available for consultation with you during your work at Santa Fe Junior College.

We hope you will have the opportunity to explore these questions rather thoroughly and provide us with as complete and frank an answer as you are willing to make at this time. The following questions should help guide you in the preparation of your letter:

1. Can you identify particular incidents or circumstances which you feel may have caused the situation leading to your suspension?

2. Did you encounter any particular communication difficulties with instructors at your former institution?

3. Were there some patterns of communication established in high school that may have been part of the difficulty you encountered?

4. Were there family problems that may have contributed to the situation?

5. How does your family feel about your suspension? How do they feel about your pursuing your education at Santa Fe Junior College?

6. How do you feel about yourself as a suspended student?

7. How have you changed since the suspension? Have there been basic attitude changes concerning your philosophy of life, your feelings about yourself, and your feelings about other people?

8. How have your attitudes changed about your goals and objectives for your education? Do you still plan to be what you wanted to be before suspension? If yes, why? If no, why?

9. What are your current goals and aspirations? Why do you want an education?

10. What are your plans after Santa Fe Junior College? Do you plan to graduate from here and then look for employment, or do you plan to transfer to another institution?

11. What suggestions do you have for the College or for our counseling staff that might help us help you succeed at Santa Fe Junior College?

12. What is your perception of Santa Fe Junior College? What kinds of programs can it offer you? What kind of teaching? What kind of opportunity?

13. What additional information do you feel would be helpful to us in assisting you as a student at Santa Fe Junior College?

We shall appreciate most sincerely any response you are willing to make to this request. It is a part of your admission procedure and is a part that we feel will play a very important role in the success that we feel is waiting for you at Santa Fe Junior College.

We shall look forward to hearing from you at your earliest convenience.

Cordially,

Terry O'Banion
Dean of Students

TOB:VdL

APPENDIX 5

SANTA FE JUNIOR COLLEGE

PURPOSES AND PROGRAMS

Purposes and Programs -- The educational offerings of Santa Fe Junior College are based upon the belief that development of the individual for a useful and productive life in a democratic society is the chief obligation of the public education system. This philosophy implies a deep and abiding faith in the worth and dignity of the individual as the most important component of a democracy. This faith and this recognition of need for responsibility suggest that the college must find appropriate programs and effective educational techniques to help each student discover his abilities and interests and develop them to the fullest extent, consonant with his own goals and capabilities and the needs of the society.

The College, therefore, is concerned with bringing about changes in human beings that will enable them to live richer, more rewarding, and more productive lives. The primary objectives of the College, then, are to help each individual as he becomes increasingly familiar with the knowledge of the world:

Understand his biological and physical environment and his own interaction to it

Maintain good mental and physical health for himself, his family, and his community

Develop sound moral and spiritual values

Understand his cultural heritage so that he may gain perspective of his time and place in the world

Exercise privileges and responsibilities of democratic citizenship

Develop rewarding personal and social patterns of life in home & community

Achieve optimum vocational adjustment

Develop creativity and appreciation for the creativity of others

To meet these objectives, the College offers programs: 1) of counseling, advisement, orientation, and related activities designed to help students and prospective students make effective plans - educational, vocational, and personal - and make progress toward the achievement of those goals; 2) of general and liberal education designed either for the individual who wishes to pursue collegiate work beyond the junior college or who wishes broadened personal development for social responsibility; 3) that are occupationally oriented and designed to enable an individual to enter semi-professional or technical employment at the end of two years or less of college study; 4) designed to provide cultural enrichment and personal satisfaction for all citizens of the community.

APPENDIX 6

THE INDIVIDUAL IN A CHANGING ENVIRONMENT

BE-100 COURSE OUTLINE

UNIT I "Where Am I?" ORIENTATION

Focus 1: Getting Acquainted: The Junior College Picture

Focus 2: The SFJC Picture, including an Overview of Student Personnel Services

Focus 3: How To Be A College Student

UNIT II "The Individual and His Dynamics" WHAT KIND OF A PERSON AM I?

Focus 1: How Do I Seem to Myself?

Focus 2: How Do I Seem to Others? -- "The Image"

Focus 3: How Am I Different From Others? "The Individual Differences Which Make Us Unique"

Focus 4: Where Do I Go From Here? -- "The Student and SFJC"

UNIT III "How Did I Get To Be The Way I Am?" THE INVESTIGATION OF GENETIC AND ENVIRONMENTAL FACTORS

Focus 1: What Are the Wellsprings of My Existence? -- Investigation of Environmental Factors

Focus 2: What Were the Values I Grew Up With?

UNIT IV "What Problems Will I Confront?" SOCIETAL TRENDS AND TENSIONS

Focus 1: Major Influences in Contemporary Society: Anonymity and Mobility
Focus 2: Major Influences in Contemporary Society: Wealth
Focus 3: Major Influences in Contemporary Society: Government
Focus 4: Major Influences in Contemporary Society: The World Next Door
Focus 5: Major Influences in Contemporary Society: Persuaders

UNIT V "Where Do I Go From Here?" DETERMINING THE FUTURE

Focus 1: How Will I Spend the Major Part of My Life? -- VOCATION
Focus 2: What Are the Pure Joys in Life? -- LEISURE
Focus 3: What Do I Want in Terms of Love, Sex, Marriage?
Focus 4: How Do I Keep Happy and Well? -- MENTAL HEALTH

UNIT VI "Developing Some Perspectives to Help Me Live Effectively"

APPENDIX 7

Student Evaluation of BE-100

This evaluation was completed at the end of Term II, middle of December, 1966 - the end of the first term for Santa Fe Junior College.

The course was BE-100, The Individual in a Changing Environment. Students were enrolled 25 to a section, and the course met 5 times every 10 days. Thirteen sections were taught by members of the full-time student personnel staff, and 5 sections were taught by part-time staff members from the University of Florida.

Students did not sign their names to the evaluation forms. There were several open-ended responses called for, and that data is not included in this summary.

Responses were reported in percentages.

A. Please rate BE-100 activities in relation to other courses you have taken at Santa Fe Junior College:(Leave blank those that do not apply).	Poor	Below Average	Average	Above Average	Excellent	N
			(Percentages)			
1. The course in general	2	7	33	36	22	319
2. Your personal growth	3	7	44	38	8	309
3. Course content learned	2	12	47	31	8	315
4. Reaction papers - letters	2	5	43	33	17	307
5. Small group discussions	2	9	29	34	26	308
6. Psychological Tests	4	11	49	27	9	249
7. Films	17	22	39	16	6	146
8. Tape Recordings	3	9	40	32	16	244
9. Lectures	2	13	45	30	10	236
10. Guest Speakers	7	10	48	23	12	210
11. Individual Projects	3	8	40	33	16	273
12. Readings in general	3	8	41	31	17	280

B. Has BE-100 helped you in:	None	Little	Some	Much	Very Much	N
1. Understanding yourself	2	9	35	33	21	326
2. Understanding others	1	6	36	33	24	329
3. Examining your values	2	5	36	31	26	330
4. Exploring educational plans	6	15	36	24	19	314
5. Exploring future career possibilities	10	20	32	23	15	327

Has BE-100 helped you in:	None	Little	Some	Much	Very Much	N
6. Your self-confidence	8	14	37	29	12	329
7. Work habits in other school subjects	14	25	35	19	7	310
8. Improving relationships with:						
Family	18	23	36	17	6	312
Friends of same sex	15	22	40	17	6	313
Your spouse or dates	19	20	33	19	9	301
Teachers	11	15	40	24	10	314
9. Your freedom to discuss and express feelings on:						
The nature of man	4	9	42	26	19	314
Religion	9	13	39	23	16	313
Your relation to Santa Fe Junior College	6	13	37	25	19	311
Sex	13	21	32	20	14	305
Love	12	18	34	20	16	309
Marriage	15	20	32	20	13	306

C. Please rate your BE-100 instructor on the following characteristics:	Poor	Below Average	Average	Above Average	Excellent	N
1. Interest in his students	0	0	15	30	55	327
2. Understanding of his students	1	1	16	38	44	329
3. Preparedness for class	1	5	31	33	30	329
4. Knowledge of subject	0	2	12	31	55	325
5. Enthusiasm for subject	0	2	14	31	53	323
6. Organization	3	8	30	35	24	316
7. Willingness to look at a point of view different from his own	1	2	9	25	63	325
8. Being comfortable with his students	0	0	8	22	70	327
9. Alertness and sensitivity to others	0	1	14	26	59	322

D. What do you think of your BE-100 instructor as a person? (Check all that apply)

1.	55	Top notch
2.	36	Significant in my life
3.	3	Indifferent to him
4.	1	A bore
5.	5	No response

N = 414.

* * * *